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ABSTRACT

Intended for use with handicapped students in Washington, D.C. secondary schools, the daily activities in this calendar can be used by all parents interested in reinforcing classroom learning with a structured home program. Activities for each month focus on a particular theme, as follows: September, getting to school; October, exploring the neighborhood; November, health and first aid; December, social skills; January, household chores; February, personal hygiene and fitness; March, vocational awareness; April, community living; May, math, money, time, and measurement; June, functional reading; July, practical communication skills; and August, leisure activities. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

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ED236895

A Calendar of Activities for Parents of Handicapped Students 1983-1984

Secondary

District of Columbia Public Schools

EC165118

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Calendar of Activities For Parents of **Handicapped Students** **1983–1984**

Secondary

A CALENDAR OF ACTIVITIES FOR PARENTS OF HANDICAPPED STUDENTS

Dear Parents:

We have designed this calendar of activities for you and your son/daughter.* We feel that the development and success of your youngster in reaching his/her* maximum potential can be influenced by the home. Therefore, the activities in this calendar are designed to support the work that takes place in the daily classroom.

None of the activities requires expensive materials or much time. Most activities can be done in 5 or 10 minutes. However, there are suggested excursions for each month that the entire family can enjoy. These exercises will give both of you an opportunity to communicate with each other, provide practice for skills learned or taught, and help make education a meaningful experience for everyone.

Although this calendar was developed for parents of the handicapped it is recommended for use with non-handicapped students by parents who want to establish a structured home reenforcement program for their son/daughter.

Come get on board!

Doris A. Woodson
Assistant Superintendent

*This calendar has been developed for use with both boys and girls. Rather than using son/daughter, he/she, s/he, his/her or similar language, references to your child's sex are alternated each month between male and female. Feel free to change it whenever necessary to fit your child.

Directions to the parent:

1. Hang the calendar in a room in your home where it can be seen daily.
2. Set aside 15 minutes each day when you can relax with no distractions.
3. Follow directions and complete activities scheduled for each day. (Some activities in the calendar may not be for your child; for that day please go back and review an earlier activity.)
4. Be happy and enthusiastic.
5. Encourage him/her to do the best. Help him/her to be right.
6. BE PATIENT. Use praise.
7. Enjoy it!

(See inside back cover for a checklist and a list of fun things to do in Washington).

SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month you will be guiding your son or daughter in ways to get ready for school, how to get to and from school, and how to stay safe at home, at school and in the neighborhood.				**1** Have your youngster get ready for school by making a list of school supplies.	**2** Show your youngster how to mark all items of clothing with her first and last names.	**3** Take your youngster to get bus directions from Metro. Have her repeat them for you.
4 Have your youngster show you how to take the bus from your home to school and back.	**5** LABOR DAY Have your youngster show you the bus route to school and back again. CLOSED	**6** Tell your youngster the meaning of this sign. Have her find others.	**7** Have your youngster take the bus to school. Tell her to call when she gets there.	**8** Have your youngster tell you 3 landmarks on the way to school. Let her draw them or cut them out.	**9** Ask your youngster to add to her landmark collection. Check her collection. Talk about everyday signs.	**10** Have your youngster begin a collection of everyday signs.
11 Have your youngster tell you about signs that give you a warning.	**12** Have your youngster find two new signs today.	**13** Tell your youngster to find a sign that gives a command.	**14** Have your youngster look for other signs that give commands.	**15** Show your youngster another type of sign; i.e., informational. Have her talk about its meaning.	**16** Have your youngster find 3 other informational signs.	**17** YOM KIPPUR. JEWISH DAY OF ATONEMENT.
18 Ask your youngster to share her Bingo Sign Game with her neighborhood friends.	**19** Tell your youngster to point out various signs on a trip on the bus (or in the car) around the city.	**20** Tell your youngster to list safety rules she should remember while in the car. Example: – Never get into or out of the car without permission.	**21** Have your youngster make a Bingo Sign Game. Use: WARNINGS, COMMANDS, INFORMATION.	**22** Have your youngster begin a SAFETY RULE scrapbook. Let her cut out or draw pictures of the rules.	**23** AUTUMN BEGINS. Ask your youngster to collect safety rule pictures for the Metrobus. Have her put them in the scrapbook.	**24** Have your youngster tell you the safety rules she practiced today on the Metrobus.
25 Have your youngster show you examples of the safety rules she practiced on the Metro.	**26** Have your youngster show you examples of at least 3 safety rules for the car.	**27** Ask your youngster to give you 3 safety rules for the Metrobus.	**28** Have your youngster tell the family members about the safety rules she practices on the Metro or in the car.	**29** Have your youngster gather other kinds of safety rules: one in the home, at school, in the neighborhood.	**30** Have your youngster start a filebox.	Next month you and your youngster will explore your neighborhood.

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month will prove to be an exciting one for your youngster. Plan to explore the neighborhood with him/her.						**1** Have your youngster walk with you around your neighborhood. Have him point out familiar landmarks.
2 Ask your youngster to begin collecting materials to build a model neighborhood project for a school assignment.	**3** Ask your youngster to tell you the signs he collected that give a command. Have him show you those in your neighborhood.	**4** Have your youngster tell you the significance of the traffic lights. Have him tell you how many traffic lights are in your neighborhood.	**5** Let your youngster begin to set up a neighborhood model. Have him collect twigs, etc., for the model neighborhood.	**6** Have your youngster select from his list of familiar neighborhood landmarks two places he may wish to visit. Have him tell you how to get there.	**7** Have your youngster take you to the neighborhood recreation center. Ask him to select an activity he wants to play. Have fun!	**8** Have your youngster add the models for the recreation center to his project. Examples: a basketball court; a baseball diamond.
9 Ask your youngster to show you where he would place your house in his model neighborhood.	**10** COLUMBUS DAY Have your youngster point out different landmarks while you ride/walk around the neighborhood.	**11** Encourage your youngster to make new neighborhood pieces to add to his model.	**12** Have your youngster tell you about Christopher Columbus and his ships.	**13** Ask your youngster to tell you how he should practice safety in your neighborhood, especially at the recreation center.	**14** Have your youngster collect pictures of hazards in your neighborhood either by using a camera or by drawing them. They can be used for a scrapbook.	**15** Have your youngster pinpoint the neighborhood hazards on the model; such as broken glass, open manholes, a trash dumpster.
16 Give your youngster opportunities to talk about weather hazards and their results in your neighborhood.	**17** Have your youngster take pictures of some appropriate weather hazards in the neighborhood, such as fallen trees, eroded lawns, raised sidewalks, etc.	**18** Have your youngster start making a card game using card-sized pictures of the neighborhood collection.	**19** Ask your youngster to go through the neighborhood and look for such shapes as: spheres, cubes, cones, cylinders, pyramids, and prisms.	**20** Have your youngster talk about examples of the various shapes he found yesterday.	**21** Ask your youngster to share with you his progress with the model neighborhood.	**22** Tell your youngster to show you his model neighborhood card game. Play several hands together.
23 Take another walk around the neighborhood. Have your youngster point out missing parts of the model. **30** Let your youngster tell you about what happened when he/she shared the neighborhood model.	**24** UN DAY Have your youngster share the UNITED NATIONS DAY activities with you and the family. **31** HALLOWEEN Let your youngster tell you about Halloween and the witches, goblins, and ghosts.	**25** Let your youngster review with you some important facts about what he found out about your neighborhood.	**26** Tell your youngster you're going to test him on signs that give commands, signs that give warnings, and signs that give information, and DO IT!!	**27** Review the weather and neighborhood hazards. Have your youngster tell you which hazards are on the pictures.	**28** Have your youngster put the finishing touches on the model of the neighborhood.	**29** Have your youngster share his model with his classmates.

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
HEALTH and FIRST AID		**1** Have your youngster tell you what she knows about First Aid practice. Show pictures of types of treatment.	**2** Have your youngster tell you what should be done for a 1st degree burn. Talk about infection from a burn.	**3** Let your youngster make a scrapbook of different types of burns, showing the proper remedies.	**4** Have your youngster find pictures of scalds and their remedies. Explain similarities between a burn and a scald.	**5** Show your youngster how to take care of basic first aid procedures for injuries where bleeding occurs. Let your young adult practice.
6 Have your youngster show you the difference between a minor and a major cut. Test her in basic procedures.	**7** Have your youngster tell you about the merits of daily exercise. Let her collect pictures of kinds of exercise.	**8** ELECTION DAY Have your youngster start an exercise program, with your physician's permission. Have her keep an exercise log.	**9** Ask your youngster to talk to you about any problems she might be having with the exercises. Have her tell the doctor.	**10** Have your youngster tell you about any kitchen dangers she knows, such as a hot stove, hot pot handle, sharp knife, broken glass, food shredder, etc.	**11** VETERAN'S DAY "Wear a poppy" Let your youngster talk about bathroom dangers: poison medicine, slippery tub, electricity, etc.	**12** Let your youngster tell you about additional home dangers such as: slippery throw rug, toys on stairs, wet, slippery floor, etc.
13 Have your youngster find pictures of the kitchen, bathroom and other home dangers. Let her devise a home movie to warn other members.	**14** Let your youngster show her home movie and have her discuss the remedies with the family.	**15** Have your youngster go to the library and get a movie on heat stroke and other disasters which need first aid. Show it.	**16** Let your youngster sign up with you for a CPR course. Attend it and share with your family members.	**17** Let your youngster use her own resources, have her demonstrate how to escape from a fire, and how to report it to the fire department.	**18** Let your youngster refill her First Aid Kit. Have her explain how the various items are to be used.	**19** Have your youngster demonstrate what to do for a cooking, clothing, electrical, car, or outside fire.
20 Have your youngster demonstrate how to operate a fire extinguisher. Let her check out your own unit.	**21** Let your youngster review the exercises she's using since her talk with the M.D. Let her try a few for you.	**22** Have your youngster scheduled for a physical examination. Let her discuss her own physical well-being.	**23** Schedule your youngster to begin swimming sessions. Discuss first aid and safety rules. Let her get the manual; review it.	**24** THANKSGIVING DAY Have your youngster check for safety at home today.	**25** Let your youngster tell you what to do if she gets a cramp in the leg or stomach. FLOAT! HOLD BREATH!	**26** Let your youngster tell you what to do if she needs to call the police, fire or medical assistance.
27 Have your youngster go with you to a police station, fire house and hospital to get brochures on first aid and other needs.	**28** Have your youngster share her findings with other family members, while sharing the police, fire and hospital brochures.	**29** Let your youngster prepare a health and first aid project to share with her school mates.	**30** Have your youngster review the major items she discovered this month.	This month is a good time to talk about and practice good health habits and first aid standards.		

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month you and your child will devote your time to Social Skills.				**1** Let your youngster tell you how he feels about himself and others: a) liking/loving b) not liking/loving, etc.	**2** Let your youngster tell you what he thinks he should do to develop the proper ways to relate to others: family, friends.	**3** Have your youngster see a movie at the library or in school about relationships, and how to cope with them.
4 Let your youngster tell you about how he felt about a particular person, friend or family member and what he did about it.	**5** Let your youngster tell you his perception of love with friends and family members. Ask him to tell you how to act with each.	**6** Have your youngster find pictures of famous couples in magazines showing movie, TV, and singing stars. Let him tell you the relationship.	**7** Let your youngster tell you how one should act in public when one is with somebody one likes/loves very much.	**8** Have your youngster tell you what his concept of dating is and what going steady means. Discuss how marriage evolves.	**9** Let your youngster talk about where he would take a date. Examples: party, movie, ice skating.	**10** Let your youngster plan a party for a friend's birthday, invite known couples as well as singles.
11 Let your youngster tell you his observations about the way in which he conceives of your own marriage.	**12** Let your youngster have the friend's birthday party from 6—9 p.m. in a neutral setting. Happy Birthday!	**13** Let your youngster talk about the party—the couples, the married ones, the singles, his feelings.	**14** Have your youngster talk about where dating leads—marriage usually.	**15** Let your youngster discuss what happens in marriage. What about: children, religion, parents, money, housing?	**16** Have your youngster tell you how one should carry oneself in public; at school; at church; at the theatre, etc.	**17** Have your youngster take a Metrobus ride with you and discuss how one should behave on it.
18 Let your youngster take a Metrorail ride; have him discuss behavior of himself and that of others.	**19** Let your youngster make plans for a Christmas Party. Use the birthday outcome to plan appropriately.	**20** Let your youngster select the decorations for the party. Let him figure out the cost.	**21** Have your youngster select and call the prospective party guests. Tell them the attire for the party.	**22** Have your youngster restate the rules of behavior for the party. Let him select two family members to enforce them.	**23** Let your youngster take you to lunch after your shopping trip. Let him practice the social graces learned in school.	**24** Have your youngster prepare party favors for each of the guests who confirmed attendance.
25 CHRISTMAS DAY Merry Christmas. Enjoy the day!	**26** Let your youngster have his party, not to extend beyond one a.m.	**27** Ask your youngster to evaluate the behavior of the party guests. Have him clean up.	**28** Have your youngster review acceptable school behaviors. Let him put together a picture book of manners.	**29** Let your youngster put together a picturebook of manners in any public place, including the bus.	**30** Have your youngster make up a manners game on the order of monopoly.	**31** Let your youngster enjoy this last day of the year. Let him go to a movie or go bowling.

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 NEW YEAR'S DAY Let your youngster take a rest most of the day; then make a list of things to accomplish this year. HAPPY NEW YEAR!!	**2** Let your youngster tell you the tools she needs to complete a special job: hammer, screwdriver, pliers, saw.	**3** Have your youngster find pictures that show the tools needed. Explain what they do and how they work.	**4** Let your youngster practice using the tools for a special job after you've reviewed their use.	**5** Have your youngster talk to a carpenter about her work. Let her take pictures of the carpenter at work.	**6** Let your young adult construct a five candle candleholder. Let her talk about what she did to complete it.	**7** Talk about getting a job in the spring and some of the kinds of jobs that might be available.
8 Find out if your youngster can use a rake effectively by having her demonstrate.	**9** Let your daughter tell you what she should do when using a power mower. Discuss the safety factor.	**10** Have your youngster decide on two jobs for the spring Ex: mowing lawns and raking lawns.	**11** Discuss light housework with your daughter. Let her make a list of types of light housework, such as dusting.	**12** Have your youngster show you how to dust a room including the bed and living rooms.	**13** Let your daughter show you how to strip and remake her bed within a predetermined period of time.	**14** Let your youngster show you how efficiently she cleans up the room.
15 MARTIN L. KING'S BIRTHDAY "I Have A DREAM!" Let your youngster clean the dining room within a predetermined time.	**16** Let your youngster tell you the rooms she would prefer cleaning. Discuss how effectively they can be done.	**17** Have your child clean the kitchen: sweep, clean rugs, wipe counters, appliances, straighten other items, etc. within a time frame.	**18** Have your youngster straighten the bathroom and the bedroom within a predetermined time frame.	**19** Let your youngster clean the bedroom within a predetermined time frame.	**20** Let your young adult evaluate the work done in the four rooms; do the living room.	**21** Check to see how well your daughter has straightened the five rooms.
22 Let your youngster straighten the house, within a predetermined time frame.	**23** Discuss the job your child has done in straightening the five rooms.	**24** Discuss the kinds of heavy cleaning with your dependent.	**25** Have your youngster practice putting liners in the garbage can and wastebaskets for a specific time.	**26** Have your offspring clean the floor in a specific manner within a predetermined period of time.	**27** Have your young adult thoroughly clean the bathroom: toilet, bathtub, shower, sink, floor, minor walls and straighten the trash can liners.	**28** Have your youngster go back over the bathroom including all the necessary steps to achieve a shining room.
29 Let your child clean and straighten the kitchen according to a stated predetermined plan.	**30** Let your youngster tell you the steps to use in laundering.	**31** Let your youngster launder a family sized load within a time period.	Some of the Basic Skills you and your child will focus upon this month include such skills as how to effectively use various tools, how to do light housework, how to show what he/she can do in the heavy cleaning area, what a clean floor involves, and bathroom and kitchen care.			

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month Personal Care will be your emphasis. Good grooming is the key to success on the job!!			**1** Let your youngster tell you what personal care means to him.	**2** GROUND HOG DAY Let your youngster tell you why keeping clean is so very important.	**3** Have your youngster identify and use appropriate articles to keep clean, such as soap, shampoo, toothbrush, toothpaste.	**4** Let your youngster talk to the dentist, foot doctor, barber, beautician, cosmetologist, etc.; about proper cleaning methods.
5 Have your youngster tell you what he could use during the day if he was without his toothbrush.	**6** Let your youngster make a poster about cleanliness to take to school for the poster contest.	**7** Have your youngster tell you how he should take care of clothing after seeing a movie at school.	**8** Let your youngster look at different sets of attire for various occasions. Have him tell you when they should be worn.	**9** Let your youngstar talk about colors and how to mix or match them in clothing.	**10** Have your youngstar make a set of color cards of possible matches for future use.	**11** Let your youngster devise a card game which has seasons, various places, or times of day represented by different clothes.
12 LINCOLN'S BIRTHDAY Let your youngster tell you how he would feel if he put the wrong clothes on.	**13** Have your youngstar discuss what to do if he had to take care of all these clothes.	**14** VALENTINE'S DAY Let your youngstar practice folding, hanging and putting clothing in the proper drawers, closets, etc.	**15** Let your youngster practice simple techniques in mending clothes that need repair.	**16** Let your youngster outline the steps in the procedures in the art of mending clothes.	**17** Have your youngster tell you what a fad is and give some examples.	**18** Let your youngster tell which clothing may or may not be dry cleaned and then go to the dry cleaners.
19 Show your youngster how to select the proper clothing weights for all occasions.	**20** HOLIDAY Let your youngster review grooming for different occasions and tell why he chose the particular outfit.	**21** Have your youngster go to a department store and choose a wrinkle-resistant top—blouse or shirt.	**22** WASHINGTON'S BIRTHDAY Have your youngster review physical fitness and tell why it is a part of good grooming.	**23** Let your youngster tell you how he feels when he doesn't get enough rest or sleep.	**24** Let your youngster tell you how to keep in shape. Let him make charts.	**25** Let your youngster continue the exercises he has been doing to keep in shape.
26 Have your youngster tell you which part of the body the specific exercise is for.	**27** Have your youngster tell you why good nutrition is important for physical fitness.	**28** Let your youngster construct the basic foods wheel and chart what he needs to keep fit.	**29** How old is someone whose birthday is Feb. 29, 1980? Why?	Physical fitness —exercise —good nutrition —proper rest and sleep Keeping clean —identify and use appropriate articles to keep clean —use appropriate items —choose items to meet your needs Clothing —choose appropriate attire —take good care of your clothing —coordinate colors, plaids, etc.		

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Vocations will claim your attention this month. It isn't too late to do something about these skill areas.				**1** Let your youngster tell you why she wants to work: a) to buy clothes, b) to have fun, c) to rent an apartment etc.	**2** Let your youngster tell you the type of job she wants to pursue. Review the report from the counselor.	**3** Have your youngster talk about her specific skills: a) fast worker, b) putting things together, c) using a hammer, etc.
4 Let your youngster talk to some of the different job holders in the neighborhood. Find out what skills they need.	**5** Let your youngster talk about some things she needs to take while job hunting, such as: draft card, a birth certificate, driver's license.	**6** Let your youngster tell you what an I.D. is and why one should have it.	**7** ASH WEDNESDAY Let your youngster make a personal data card. Use a 3 x 5 index card.	**8** Let your youngster tell you how one should be dressed when job hunting; how to act, to react to questions, etc.	**9** Have your youngster tell you what she learned about paychecks and deductions as well as job rules, etc.	**10** Let your youngster review job safety rules, including the use of safety garments on various types of jobs.
11 Let your youngster try out one of the neighborhood jobs to determine her suitability for it. Evaluate.	**12** Let your youngster find out why unions are important on specific jobs by interviewing the workers.	**13** Have your youngster go through the want ads with you. Select three jobs in her interest area.	**14** Let your youngster review what one should wear on a particular job from the 3 chosen jobs.	**15** Have your youngster review how one should act on the job: what she did on the neighborhood job, will do in the future.	**16** Have your youngster review the completion of a job application. Let her take it to the counselor for review.	**17** ST. PATRICK'S DAY Have your youngster go to the chosen job and apply for it. Did she get it? Good!!
18 Have your youngster prepare to go to work on Saturday. Review grooming, on the job behavior, etc.	**19** Show your youngster how to prepare a lunch. Let her go to work and take her lunch.	**20** Have your youngster review her first day on the job. Talk about next Saturday's work.	**21** SPRING BEGINS Let your youngster tell you what she likes and dislikes about this job.	**22** Let your youngster tell you why one time is not enough to indicate a like/dislike for the job.	**23** Let your youngster tell you what skills she needs to perform this job.	**24** Have your youngster review her specific job skills. Should they be modified?
25 Have your youngster discuss the job with the counselor. Let her report back to you.	**26** Let your youngster return to the job. While it's fresh in her mind, discuss likes/dislikes.	**27** Let your youngster decide whether or not to keep this job. Let's try one more time.	**28** Let your youngster go to the job today while on her Easter break. Evaluate.	**29** Have your youngster record the good things that happened on the job, the bad. Compare.	**30** Let your youngster answer these questions: a) Was I qualified to do the work? b) Was my grooming satisfactory? c) Was I prompt?	**31** Let your youngster discuss the answer to these questions? a) Did I get along with others? b) Was I ready for this job?

APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Have your youngster tell you what he believes to be his housing needs.	**2** Have your youngster go over his take home pay to determine what is affordable in housing.	**3** (For most families, these activities will be pretend for now, but preperation for the future.)	**4** Have your youngster tell you what he will need in furniture. Should one get an unfurnished or furnished place?	**5** Discuss the kind of neighborhood. Let your youngster see various ones with available housing.	**6** Have your youngster call a real estate agent for housing. Make an appointment.	**7** Let your youngster look at several possible choices in a selected neighborhood.
8 Let your youngster take time to make up his mind after weighing all options, including nearby stores.	**9** Let your youngster visit the stores in his chosen neighborhood.	**10** Have your youngster write out his budget. Is a phone a need? What about a bed? What about other needs?	**11** Let your youngster tell you what he would do in an emergency situation.	**12** Let your youngster act out such emergency situations as: electricity out, no phone, etc.	**13** Let your youngster tell you how he would decorate the new housing. Get swatches (i.e., cloth samples).	**14** Have your youngster stage a new housing project with all the contents he feels are needed.
15 PALM SUNDAY Let your youngster take the project to school to share and get comments from schoolmates.	**16** Let your youngster begin collecting the things needed for the move.	**17** PASSOVER Let your youngster show the new housing to family members to get their opinion.	**18** Have your young adult sign the lease for the new housing and make the deposit.	**19** Let your youngster rent a truck to move his personal belongings and furniture.	**20** GOOD FRIDAY Have your youngster go to the new housing to turn on the refrigerator.	**21** Let your youngster go to the grocery store and buy groceries. Take them to the new housing.
22 EASTER Happy Easter. Let your youngster move into the new housing.	**23** Have your youngster call you this morning to let you know how the night went.	**24** Have your youngster cook his dinner and invite you to eat with him.	**25** Have your youngster call you when he gets home from work to check on mail.	**26** Ask your youngster his menus for the week.	**27** Let your youngster make plans to go shopping with you tomorrow.	**28** Let your youngster review his housing needs, where to locate and what to think about after moving in.
29 Have your youngster for dinner tonight. Ask his assessment of the week.	**30** Ask to see your youngster's food list. Is it within his budget?	Community Living activities should prove interesting as well as exciting to your child. Your child will have the opportunity to tell what his housing needs are, where to locate suitable housing and what to think about before and after moving into new housing.				

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MATH, MONEY, TIME, MEASUREMENT These areas will surely capture your child's interest! $25.00 + 4.00 = $29.00 12" = 1 foot 3' = 1 yard 3+6=9 9−3=6 3 × 3 = 9 3 3)9 9	**1** Have your youngster look up the meaning of "MATH" in the encyclopedia; copy examples, one on a card.	**2** Let your youngster tell you about the simple arithmetic functions: addition, division, subtraction, multiplication.	**3** Have your youngster begin collecting items such as cards, buttons, tops, etc., to make arithmetic games.	**4** Have your youngster identify types of monies (cash, check) and their values.	**5** Let your youngster mount samples of cash on a piece of cardboard and label each.
6 Have your youngster buy a set of play money for practice transactions.	**7** Let your youngster practice making simple money transactions.	**8** Let your youngster buy a carnation for you with her own money.	**9** Let your youngster tell you things money can buy.	**10** Have your youngster give examples of things she wants and things needed.	**11** Let your youngster make a list for the week of the things she's going to buy. Explain that this is a "budget."	**12** Talk about the money needed to buy those things for a week.
13 MOTHER'S DAY Let your youngster decide what can wait to be bought.	**14** Let your youngster divide her money into envelopes which have the purpose on each.	**15** Let your youngster decide when she is going to buy each item in the weekly budget.	**16** Let your youngster tell you how she really wants to pay for the items. Discuss the reasons.	**17** Let your youngster open a checking and a savings account with her own money.	**18** Have your youngster begin deciding what amount she is going to save each week.	**19** ARMED FORCES DAY Ask your youngster to tell you why she saves a part of her money each week.
20 Let your youngster buy your ticket to a current movie.	**21** Have your youngster take you to the movies.	**22** Let your youngster share some of the scenes from the movie with the family.	**23** Let your youngster practice using the yardstick while setting up a flower bed for the spring.	**24** Let your youngster change the number of feet in the flower bed to yards.	**25** Let your youngster tell you the parts on the face of a clock. (Use several styles of clock faces).	**26** Let your youngster tell you the time by: a) hour b) half hour c) quarter hour.
27 Ask your youngster to show you the difference between "more than", "less than" and "equal to."	**28** MEMORIAL DAY Let your youngster show you how she balances her checking and savings accounts.	**29** Let your youngster review making deposits and withdrawals in her checking and savings accounts.	**30** Let your youngster spend a quiet day after viewing the parade.	**31** Let your youngster show you the balances in both checking and savings accounts and review changes this month.	BUDGET In: Work, Parents, $30.00 Out: bus, lunch, fun, snacks Left-over: $30.00 − 25.00 = 5.00	

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
What is "functional reading?" You will lead your son/daughter to discover new activities to strengthen his/her functional reading skills. You'll talk about and enjoy Children's as well as Father's Day; and talk about Flag Day's significance.					**1** Have your youngster follow a series of pictures from left to right after putting them in order. Tell the story.	**2** Let your youngster choose a favorite comic strip. Have him tell you the story, being sure to go from left to right.
3 Let your youngster cut out several sets of comic strips and mount them for later practice.	**4** Have your youngster select a favorite picture. Print and write his name on a large card and attach it to the picture.	**5** Let your youngster use a name card at the dinner table. Make sure everybody in the household has a name card.	**6** Let your youngster see his address on a name card. Have him tell you what it is.	**7** Let your youngster put together a name card with his telephone number on it. Practice saying it.	**8** Let your youngster choose each of the 3 cards: 1) name, 2) address, 3) phone. Mix them up.	**9** Review the signs from other months. Let your youngster tell the word names.
10 CHILDREN'S DAY Have your youngster identify a list of words and tell what they mean. Use a metal ring to keep cards with the words on them together.	**11** Let your youngster play "concentration" with the words in item #10.	**12** Let your youngster tell you why he likes the Children's Museum (or why he would like to visit it).	**13** Have your youngster tell you how the words in #10 are used: exit, down, up, right, etc.	**14** FLAG DAY Let your youngster read about flag day. Have them copy something about flag day from a book.	**15** Let your youngster identify any of the words/signs on a walk around his neighborhood.	**16** Have your youngster make a set of cards with duplicate signs/words. Play a game like "go fish."
17 FATHER'S DAY Let your youngster take the Metrobus schedule and pick out 5 basic words including the times significant to him.	**18** Have your youngster obtain several menus from his favorite fast food stores. Let him tell the waitress the food he wants.	**19** Let your youngster order the lunch for the family for this day.	**20** Have your youngster go through the phone directory; let him pick out 3 numbers of friends.	**21** SUMMER BEGINS Have your youngster choose 3 words that mean a lot to this day.	**22** Have your youngster make word cards of all the words learned up to now.	**23** Let your youngster make a chart which shows name, meaning, use of the word groups.
24 Let your youngster find pictures of his favorite foods. Label and make a chart for them.	**25** Let your youngster tell you the time 3 different buses/trains leave your stop and the time they arrive at another stop.	**26** Let your youngster make a picture and word chart of the items in the tool group.	**27** Let your youngster make a picture and word chart of clothing sets.	**28** Have your youngster collect the word names from items he uses. Put them in a file.	**29** Let your youngster make measurement cards of family members and his favorite friends so gifts purchased later will fit.	**30** Have your youngster chart the basic food groups.

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Have your youngster tell you about the telephone and its parts. Use your home phone.	**2** Let your youngster tell you how the telephone should be answered, how one should talk over the phone, and make a list of telephone manners.	**3** Have your youngster practice calling family members and friends. Let her dial.	**4** INDEPENDENCE DAY Enjoy today!! Let your youngster call a grandparent to ask about what the 4th means to him/her.	**5** Let your youngster tell you what each of the following means: a) busy signal b) dial tone.	**6** Have your youngster call the operator (0), information (411). Let her give the emergency number (911).	**7** Let your youngster ask the operator for help in placing a call out of town. Let her give the prices.
8 Let your youngster update her I.D. cards; put the operator, information and emergency numbers on it.	**9** Let your youngster review how to dial a telephone number correctly.	**10** Have your youngster give you three (3) reasons for using the telephone.	**11** Let your youngster tell you the parts of a friendly letter. such as: date, greeting, body, closing, signature.	**12** Have your youngster collect sample friendly letters. Let her write one to a friend.	**13** Let your youngster find several business letters. Let her discuss the parts.	**14** Let your youngster try writing a business letter to buy a special book.
15 Have your youngster go with you to the post office to send a small package. Let her get the postage.	**16** Ask your youngster to get a copy of the postal rates. Let her study the various rates.	**17** Let your youngster tell you what is meant by airmail, special delivery, express mail, certified.	**18** Have your youngster send a certified letter to her aunt. Get the clerk to give the receipt to her.	**19** Get your youngster to tell you what speech is all about; gestures; body language.	**20** Have your youngster demonstrate different feelings by using "body movement".	**21** Let your youngster use gestures to tell you something. Guess the meaning.
22 Have your youngster demonstrate different types of "spoken" communication.	**23** Let your youngster find examples from the TV of the types of "spoken" communication.	**24** Let your youngster observe family members for "speech" types.	**25** Have your youngster use gestures in your presence with a couple of her friends. Evaluate later.	**26** Have your youngster find pictures from magazines of examples of types of "spoken" communication.	**27** Let your youngster begin a scrapbook of examples of people speaking without using words.	**28** Let your youngster share with her class examples of "spoken" or "unspoken" communication.
29 Have a quiet talk with your youngster about communication in general.	**30** Let your youngster find or make a game of "spoken" and "unspoken" communication.	**31** Have your youngster find the meaning of "leisure time."	This will be an exciting month for both of you. Topics will cover the telephone, writing, postal services, and speech. The 4th of July will be talked about.			

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month will be spent in Leisure Time activities. Plan to do many exciting things with your child.			**1** Ask your youngster to tell you some of the fun things he would like to do this month. Select 3-5. Talk about leisure time.	**2** Have your youngster tell you about activities he can do all alone, such as: a) games: cards, pinball; b) sports: fishing, skating; c) hobbies: coin collecting.	**3** Have your youngster go to the drug store or sporting goods store to pick up as many as 3 items to use during leisure time.	**4** Let your youngster tell you how to play one of the games he got for leisure time activities. Play it!
5 Let your youngster go to a ballgame and have him tell you what's happening.	**6** Have your youngster tell you some of the safety rules he uses at the swimming pool. Let him show them to you at the pool.	**7** Let your youngster go back to the pool to practice the safety rules.	**8** Show your youngster how to play games like pool or ping pong, etc.	**9** Have your youngster tell you about other games and activities he enjoys. Make a written list (with pictures).	**10** Let your youngster invite some friends in to play ping pong or other games.	**11** Ask your youngster if he would like to play a quiet game or just listen to music with you. Do it!
12 Have your youngster become involved with cooking. Let him tell you what he would like to cook for the family.	**13** Let your youngster go fishing. Have him tell you about the day's catch.	**14** Let your youngster cook the dish he has chosen from the family's list of items.	**15** Have your youngster practice making a baked casserole for the family. Let him serve it for supper.	**16** Let your youngster have a quiet hour away from other family members and the noises of home.	**17** Let your youngster join the YMCA (YWCA) camp for a two week period. Have him go for the first day and tell you about it.	**18** Have your youngster recap the day's activities. Let him start a diary.
19 Let your youngster participate in some organized activity.	**20** Let your youngster go biking with his friends.	**21** Let your youngster go to a musical concert at the capitol or on the Mall. Have him tell you about it.	**22** Have your youngster show you how to make one of the items he made at the "Y".	**23** Let your youngster tell you why he thinks walking is an excellent type of leisure. Let him take a short walk.	**24** Let your youngster extend the length of his walk by 50'. Have him write in the diary.	**25** Have your youngster tell you about a favorite hobby. Let him decide which he will choose.
26 Let your youngster work on his hobby. Take pictures of the hobby.	**27** Let your youngster tell you about some of his diary entries which seem most interesting and exciting.	**28** Let your youngster tell you about a planned hike or trip, including the clothing and food needed.	**29** Let your youngster go on a short hike or bike trip. Have him share the day's events with the family.	**30** Have your youngster prepare for the last day's program at the "Y". Let him prepare a food dish to share.	**31** Let your youngster attend the last day's program and dinner. Attend with him. Let him make a final entry in the diary.	Next month you and your child will get ready for school, review how to get to and from school, and how to stay safe in your neighborhood, at school and in your home.

Keep a checklist of the days that you work with your child.

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Fun Things to do in the Washington Metropolitan Area with Your Child

Air and Space Museum
History and Technology Museum
National History Museum
Hirshhorn Museum
Capital Children's Museum
National Aquarium (Commerce Building)
Baltimore Aquarium
Washington Monument
White House, East Wing
U.S. Capitol
Sports Events
Christmas Pageant of Peace (on the Ellipse)
McDonald's Farm (Oxon Hill, MD)
D.C. Therapeutic Recreation Center
Walt Disney Movies
Hardware Stores
Food Shopping
Shopping Malls
Tour McDonald's
U.S. Mint
Bowling Alley
Choir Recital
Pony Ride
F.B.I. Building
Ride on Metrobus or Train
Explore Department Stores
Bookstores
Your Place of Employment
Construction Projects
Greenhouse Visit
Train Station
Watch a Parade
Go to the Library
Walk on the Waterfront
Go to a Restaurant
National Zoological Park
Sledding
Picnic
Hiking
Wild World, Largo, MD
Wheaton Regional Park
Watkins Regional Park
Pierce Mill, Rock Creek Park
National Arboretum
National Botanical Gardens
Nature Center, Rock Creek Park
D.C. Convention Center

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